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ABSTRACT

This paper provides a new teaching design that addresses difficulties in listening and speaking aspects experienced by Taiwanese adults when learning English and addresses the special needs of this learning group. The design was developed to solve these learning difficulties through integration of certain aspects of three existing teaching methods: audiolingualism, total physical response, and communicative language teaching. The new method stresses the development of listening and speaking, and writing competence. The role of the teacher is defined as a needs analyst, director, and counselor; students are listeners, performers, and negotiators. With highlighted features of the other two teaching methods, the Communicative Language Teaching method serves as the core of the new design. Various activities and small group work were used to focus learners' attention on the development of listening and speaking abilities. A detailed 2-week unit plan of 6 classes for intermediate adult English learners is provided to illustrate the method. (Contains 18 references.) (Author/NAV)

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A New English Teaching Design for Adult Taiwanese Learners

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Abstract

This paper provides a new teaching design which addresses difficulties in listening and speaking aspects that Taiwanese adults experience when learning English. One new teaching design is developed to solve the difficulties by the integration of certain aspects of existing methods: Audiolingualism, Total Physical Response and Communicative Language Teaching. The features of the new teaching design that adopted from three teaching methods are described in the paper. Moreover, with the highlighted features of the other two teaching methods, the Communicative Language Teaching serves as a core of the new teaching design. In addition, various activities and small group work in this present paper are used to focus learners' attention on the development of listening and speaking abilities.

A New English Teaching Design for Adult Taiwanese Learners

This paper proposes a new teaching design which attempts to solve the difficulties, which Taiwanese adult students have in learning English. This new design was devised by combining various aspects of three influential contemporary teaching methods. The three main sections of the paper are overviewed below.

The first part of this paper discusses current situations in Taiwan which contribute to difficulties in mastering English The second part introduces three major teaching methods: Audiolingualism, Total Physical Response, and Communicative Language Teaching. It includes the main characteristics of each method and the aspects to be adopted from each. The third part presents a new English teaching design for adult Taiwanese learners which is based on an integration of certain aspects of each of the three methods. This section includes a consideration of the proposed design[1]: (a) objectives; (b) types of learning and teaching activities; (c) learner roles; (d) teacher roles; and (e) instructional materials. The constraints of the English teaching environment in Taiwan and traditional cultural norms are considered. After the design is presented, a unit plan is provided

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[1]According to Richards and Rodgers (1986), a teaching design is an instructional system which includes the specific objectives, types of learning and teaching activities, learners roles, teachers roles, and instructional materials. A design is part of the larger teaching method, which includes the design as well the approach and techniques. The term "design" is used to describe the program proposed in the present paper.

to give readers a concrete example of what a possible lesson looks like.

The Current English Learning Situations in Taiwan

In Taiwan, English is currently taught by using the Grammar-Translation Method (Scovel, 1983) which emphasizes grammatical rules and structures. It was popular in the mid-1800s to the mid-1950s in the U.S. and other parts of the Western world.

In the Grammar-Translation Method, the main learning objective is to master grammatical rules and structures. Isolated sentences are commonly extracted from a text and then used to illustrate various grammatical rules which learners are required to memorize. As a result, learners "master" the language by mechanically reciting and memorizing the grammar. However, knowing the basic grammatical structure and sentence patterns does not necessarily mean that the language has been mastered. One is deprived of listening and speaking opportunities with this teaching method. Consequently, learners often have a harder time recognizing and comprehending spoken English than written.

One reason for the popularity of the Grammar-Translation Method is that it carries on the neo-Confucian tradition (Scovel, 1983) which emphasizes reciting and memorizing. This tradition has developed in response to the way Chinese master their own language. They have to memorize thousands of characters with the proper sequencing strokes and sounds of the characters. Students are trained to repeat them until they have mastered them. After characters are learned, sentence patterns also have to be

memorized. Thus, the whole learning situation for mastering the Chinese language is extremely disciplined.

The Chinese believe that discipline is an important factor which leads to a creative and successful use of language. For them, it is held that "originality can emerge through bounds of discipline". Once disciplines become mastered and internalized, when the Chinese learn to express their ideas, they will employ styles that are considered to be proper and for which others have received favorable recognition. (Scovel, 1983). It is not surprising, then, that they carry this learning style over into the memorizing of twenty six alphabetical letters and the grammatical rules of English.

This belief of the usefulness of rote memorization is further reinforced by the main function of English in Taiwan. In Taiwan, English is used to pass the entrance examinations of well-known senior high schools, colleges, and universities. The content and objectives of English teaching are geared toward passing the exams. Unfortunately, the exam items emphasize rote memory and mechanical drills. Oral communication is totally disregarded, and rote memory strategies are rewarded.

In addition, Taiwan is not an English-speaking country, so the chances for practicing English orally are limited. The learners' shy and conservative personalities also contribute to their difficulties in mastering the listening and speaking aspects of English. They neither tend to seek out English speaking and listening situations, nor to make as much use of them as they could

when such situations do arise. In addition, the typical classroom situation contributes to the difficulties. In the class, students are supposed to sit properly, listen to the teacher attentively and take detailed notes. Questions and comments initiated by students (and thus opportunities to speak English) are not encouraged in the class. All in all, oral/aural communicative competence in English is relatively hard to achieve in Taiwan.

Based on this assessment of the reasons for the difficulties Taiwanese students have in learning English, I have concluded that one way to address this problem is to increase the listening and speaking opportunities students have when learning English. It is time to change the learning method.

Before I propose my solution in the current problem, I will briefly review the three major English teaching methods: Audiolingualism (AL), Communicative Language Teaching (CLT) and Total Physical Response (TPR). These three methods are influential for teaching English as a second language in the twentieth century and I believe they can be integrated into a suitable teaching design for adult Taiwanese students to promote listening and speaking abilities and to retain the understanding of grammatical rules and sentence patterns.

Major Methods For Teaching English

Audiolingualism

Audiolingualism (AL) is an English teaching method based on structural linguistics. Language can be built by combining words, phrases, and sentences in a linear fashion. AL is also a

behaviorism-based learning process. The general relationship of behaviorism and Audiolingualism is that the organism is identified as the learner, the stimulus as what is taught, the response as the learner's reactions to the stimulus, and the reinforcement as the extrinsic praise or approval of the teacher. The implication of learning theory is that language can be mastered by continuous imitation and repetition with reinforcement.

There are both short-range and long-range objectives in Audiolingualism. The short-range objective is to train the learners to have ACCURATE listening comprehension, pronunciation, and grammatical structure. The long-range objective is to train the learner to speak the language as the native speakers do. The major distinction between AL and other methods is the emphasis on accuracy of syntactic and semantic language use.

The teachers in AL serve as controllers and directors who monitor and correct the learner's performance. Thus, when learners fail to give correct responses, they will be corrected immediately by the teacher. On the other hand, if learners give correct answers, praise and approval will be given by the teacher. Learners are responsible for imitating and producing correct response, but they are not encouraged to initiate novel responses.

Several features characterizing the Audiolingualism method will be extracted and adopted in new teaching design given in part three of this paper. The first is the short-range objective of AL which emphasizes the importance of accurate listening comprehension. As mentioned above, adult Taiwanese learners lack

aural competence which interferes with their mastery of the language. If aural competence is set as one of the major objectives for Taiwanese English learners, the deficit of listening comprehension should be remediated.

The second feature of this method to be adopted is the focus on interaction of new vocabulary and practicing grammatical rules. When there are new vocabulary and structures, they are presented through dialogues. For instance, a teacher might give a dialogue of asking directions for introducing sentence patterns such as: "Could you tell me how to get to..." " Is the ... near around ?". In addition, grammatical rules are introduced and illustrated by the examples taught before. Moreover, reading and written work is based on the oral tasks they have done too. These teaching techniques reflect one important assumption of AL, that "Language skills are learned more effectively if items of the foreign language are presented in spoken form before written form." (River, 1964).

The third feature to be adopted concerns feedback. Students' successful responses should be positively reinforced (Larsen-Freeman, 1986). This idea exemplifies the behaviorism-based philosophy of AL and is an important strategy to motivate students' learning because appropriate reinforcement can cheer up and build learners's confidence in learning.

In the 1960's, Noam Chomsky and other later linguists challenged the behaviorist method of language learning. "Language is not a habit structure" (Leiber, 1975), they proposed. These

linguists thought that the behaviorist learning theory did not serve as a model of how humans learn language, since human language use is not an imitated behavior but is produced through understanding of abstract language rules. The popularity of Audiolingualism declined because of the impact of these new language theories.

Communicative Language Teaching

When Audiolingualism declined in the United States in the mid-1960s, Communicative Language Teaching (CLT) provided a wider perspective on language teaching. It became influential in foreign language teaching in the early 1970s. Rather than focusing on linguistic structure and grammatical rules, CLT considers meaning to be the central goal of language learning.

In this method, the purpose of language is considered to be communication. In describing CLT, Hymes and Halliday (1970) elaborated several functions of language: to get things, to control the behavior of others, to create interaction with others, to express personal feelings and meanings, to learn and to discover, to create a world of the imagination, and to communicate information.

According to the theory underlying CLT, learning involves linguistic, social, cognitive and individual variables (Savignon, 1983). This method stresses that language learning occurs through using language communicatively, rather than through practicing language skills, (i.e., learning will occur best when speakers have a choice of what they will say and how they will say it, rather

than when they are forced to plug their speaking into specific sentence patterns.) The objective of CLT is to achieve communicative competence in language use, i.e., to be able to use appropriate language in a given social context (Larsen-Freeman, 1986).

The roles of a CLT teacher include acting as a needs analyst, counselor and group process manager (Richards & Rodgers, 1986). As a needs analyst, the CLT teacher has to assess and respond to learners' linguistic needs (i.e., their purposes for learning the language). As a counselor, he or she is expected to measure the speaker's intention and the listener's interpretation to provide appropriate feedback and keep the communication going effectively. It is important for CLT teachers to focus on the context and communicative intent of the language rather than the accuracy of grammar and syntax. As a group process manager, the CLT teacher is required to organize the classroom as an appropriate setting for communication and communicative activities.

Learners serve as negotiators, trying to make themselves understood by their peers and by the teacher. Students are expected to interact with other learners as well as with the teacher. Correction of errors (both grammatical and semantic) by the teacher is infrequent or absent altogether. Therefore, the feedback most often comes from peers and the learners themselves.

In contrast to other methods, CLT places more emphasis on understanding learners' needs, setting the desired learning pace, and serving as a communication resource. This emphasis is obvious

in the variety of teaching materials used. There are numerous textbooks designed to direct and support CLT teaching methods,as well as a variety of games, role plays, simulations, and task-based communication activities that have been prepared to support CLT teaching. In addition, a lot of magazines, newspapers, advertisements, maps, pictures, symbols, graphs, charts, and visual aids serve as teaching supplies.

The CLT teaching method plays the most important role in my proposed teaching design. The language theory, and the instructional materials of CLT are adapted to serve as the main structure of the new teaching design. CLT is drawn upon because many of its features highlight the importance of listening and speaking English aspects which current English learning designs in Taiwan lack.

Total Physical Response

Total Physical Response (TPR) is a language teaching method based on a model of how children learn their first language. It was developed by James Asher, a professor of Psychology at San Jose State University, California.

TPR is based on three major assumptions, First, it is assumed that first and second language learning are parallel activities involving similar processes. At the early stages of learning a second language, learners are like young children trying to learn the first language.

Asher described three critical characteristics of first language learning by children. First, listening skill is thought

to be far in advance of speaking skill. Young children comprehend many complex sentences before they produce them. Thus, Asher assumes that the same will be true for students learning a second language. Second, there is an intimate relationship between language and behavior. Utterances, usually spoken by adults, are used to manipulate the child's entire body. For instance, there are many commands spoken by the adults to the child: "Come here"; "Stand still", "Don't make a fist when I'm trying to put on your coat." This indicates that in second language learning, language should be synchronized with body movements. Body movements will help the listeners to understand the language meaning. Third, after a child can comprehend the utterances and physically respond to them correctly, then he/she begins to spontaneously produce these utterances. Until the child begins to spontaneously produce language, Asher assumes they are not ready and forcing them to produce words is inappropriate. Therefore, in second language learning, learners should not be forced to produce utterances.

The second assumption of Asher's TPR method is supported by neurological studies and Piaget's work, Asher assumes as did Piaget, that children initially acquire language through motor-movements, a right-hemisphere activity (Walson & Diller, 1986). According to neurological studies, there is right-hemispheric participation in learning a second language, especially in the early stage of learning the second language (Obler, 1981). Thus, Asher thinks that adult second language learners should master the language through right-hemisphere motor activities as well, such

as the body movement commands mentioned above. This is in contrast to most second language learning methods, which are geared toward left-brain learning and focus on activities such as memorization and mechanical drills.

The third assumption of TPR is that stress interferes with the learning process. Thus, one important way for TPR to achieve a "low-stress" learning situation is that it creates an environment of second language learning which is similar to the one that children have in learning the first language.

The general objective of TPR is to teach oral proficiency at a beginning level. Asher himself has said that TPR should be used in association with other methods, because TPR is typically dealing with the very beginning stages of learning (Asher,1986).

T.P.R. teachers are considered to be parents who tolerate linguistic errors at the very beginning. As time goes on, fewer mistakes will be accepted and the teacher will correct a mistake more than he or she does in the beginning stages. Learners in TPR are listeners and performers. They listen to the teacher attentively and respond physically to the commands given by the teacher. Learners are required to concentrate on listening to the target language and are not forced to produce spoken language before they are ready (Asher, 1986). Clues from the class as to when learners show readiness to talk might include students consistent being able to follow the commands given, spontaneously creating novel utterances, etc.

Asher's analysis of children's first language learning

discussed above depicts a general procedure for learning a second language. Moreover, these central characteristics of TPR (i.e., listening ability develops before speaking ability, language-body learning, and learning stress reduction) will be incorporated into the design presented in this paper. They offer the second language learners a larger exposure of language learning and are designed to motivate the learners by el commands and physical responses requested by the teacher. Thus, second language learning is not a boring task any more.

A New English Teaching Design for Taiwanese Learners

In the method proposed in the present paper, the major emphasis is on learning language in order to facilitate communication. Each of the three methods reviewed includes a distinct view of how language learning and teaching should proceed, and each has useful aspects which will be incorporated into my design. However, none of the three methods were designed for Taiwanese learners, and thus none address the specific problems which these learners have. AL, which emphasizes grammatical rules and sentence patterns, only puts Taiwanese learners into learning situations that are similar to those of the Grammar Translation Method that they currently encounter, without solving any of the problems noted earlier. TPR, which helps learners to improve listening and speaking abilities, is appropriate only for the very beginning learners and should be used in conjunction with another teaching method. CLT, which emphasizes listening and speaking abilities, does not address the needs of learning syntactic

structure. This makes it easy for the learners to neglect the importance of syntactic structure in language usage.

To compensate for this lack in CLT, the emphasis on grammatical rules and sentence patters of AL will be used in the proposed teaching design. The emphasis on listening comprehension and physical actions from TPR will reinforce learners' English expression. Thus, the highlighted features of AL and TPR in conjunction with the use of the CLT method as a core, will strengthen the retention of language learning.

I believe that this integration of specific features of the three methods into a new teaching design is an effective way to address the difficulties that Taiwanese adults encounter in learning English. One important feature which makes this design different from existing ones is that it is specifically designed for Taiwanese adults learning English. It takes into consideration traditional cultural norms and current English learning difficulties. Other populations of students learning English may encounter different kinds of difficulties, and therefore effective programs for these populations may require different components from the ones presented here.

Teaching Objectives

There are both short-range and long-range objectives of this teaching design. The short-range objective is to increase the accuracy of listening comprehension (i.e., syntactic and semantic accuracy). The long-range objective is to achieve oral communicative competence, i.e., the ability to use appropriate

language in different contexts.

Types of Learning and Teaching Activities

There are three broad types of learning and teaching activities, individual, small group, and large group. All these will be utilized to some degree in this teaching design, although small group work will predominate. Small group work will hopefully give the learners more chances to interact with the teacher and peers, thus increases the number of opportunities to practice communication in English.

Small group instruction is a preferable learning pattern because it helps students feel more at ease, and thus more willing to talk and to exchange ideas (Klevin, 1972). In working with small groups, students are able to engage in more questioning and discussion as well, thus giving them the opportunities to practice conversing and to observe others' errors, strengths,etc. A teacher functions as an observer or listener in small group activities. In contrast, large group settings tend to be formal and structured. The teacher has less flexibility than he or she has in teaching small groups and students have less opportunities to practice communicating in English.

Learner Roles

Learners in this design function as listeners, performers and negotiators. They have to listen to the teacher attentively and perform the tasks given by the teacher. Furthermore, they have to do their best to communicate with the class and make themselves understood by their peers and the teacher.

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Teacher Roles

As in the CLT method, teachers in my design serve as needs analysts, directors, and counselors. As a needs analyst, a teacher is responsible for understanding students' needs, motivations and interests. Each student comes from different learning background with different capabilities. Thus, a needs analysis of students will help the teacher establish an appropriate starting point for teaching. If the teacher knows a student as an individual, the student learns more as a result (Wilson, 1976). As a director, a teacher should set his/her objectives for teaching, organize the classroom settings and adjust his/her teaching methods to different individuals. As a counselor, a teacher is expected to assess students' interests and difficulties in English learning because it can help him/her to modify his/her teaching method and procedures. In addition, a teacher should have an understanding and accepting attitude toward students' learning rather than a pass or fail attitude.

Instructional Materials

The content of the teaching materials should be designed to match students' current level of expertise. There are no single textbook or teaching supplies that are effective in matching students current levels of expertise. The teacher must select the content from different textbooks or generate proper content from a variety of sources (books, magazines, radios, etc.).

In this section, I will divide the instructional materials into four parts: training listening comprehension, speaking

competence, reading ability and writing ability. The following suggestions of teaching materials are based on my personal opinions and the previously mentioned three teaching methods. Since listening and speaking abilities present the biggest difficulties in Taiwan, I will discuss these two aspects first.

Listening.

Listening materials for students should consist of samples from different sources, so that students can experience various topics and situations. Radio and TV are excellent sources. Teachers can either have the class as a whole listen to a broadcast or ask different students to listen to different broadcasts and take notes which will be discussed in the class. Actually asking students to listen to the radio or to watch TV must be set up carefully because students will probably lack some of the cultural information relevant to comprehension of the broadcast. It would be helpful for teachers to provide such cultural background information for students before they actually listen to the radio or watch TV. Thus, students can better comprehend broadcasts about historical events, poetry or even drama. Teachers can also prepare tape-recorded samples of conversations or invite English-speaking guests to address the class.

Listening to popular music in the English classroom is also a useful technique and can reinforce the grammatical patterns which are currently being studied (Bruder & Paulson, 1976). Music can lead to an optimal state of learning, i.e., music may induce a relaxed attitude in which anxiety and tension are relieved and

concentration on particular material (such as grammatical patterns) is increased (Richards & Rodgers, 1986).

Along with Asher, I believe that listening comprehension is best achieved by wide exposure to the target language. Fluent listening can and should be focused upon in the beginning stages of language learning. Such a focus can serve to accelerate the speed of English learning because adequate listening comprehension ability allows learners to pick up new language (vocabulary as well as syntax) everywhere.

Speaking.

Paulson (1978) suggests that there are four basic types of activities which can be utilized to achieve spoken communication competence: social formulas and dialogues, community-oriented tasks, problem-solving activities and role-playing (Paulson,1976). These activities can be combined in different ways to create different demands for the speaker.

Social formulas and dialogues involve situations such as greetings, parties, introductions, excuses, compliments, complaints, hidden feelings, etc. Students need to be taught how to use such formulas and dialogues in an appropriate manner in both formal and informal situations in order to communicate effectively with spoken language. The process of teaching social formulas and dialogues should progress from controlled language use, where the student is learning the social formulas, to freer self-expression that he/she can apply in a situation (Paulson, 1978). For example, a teacher can provide formal and informal ways to say thank you,

apologize, etc.. When students become familiar with these patterns, they can be asked to express these patterns in different social contexts. Therefore, students can learn to be sensitive to different language styles and to be polite when they communicate with people.

Community-oriented tasks involve asking students to interact with native English speakers outside the classroom. Since Taiwan is not an English speaking environment, there are limited opportunities to talk to English speaking people. One possible way to address this need is to invite guests to the class or have a student exchange with an English speaking country.

Since we use language to think, discover, and manipulate information, a language teacher should attempt to induce a dynamic and active language use instead of a passive reflection (i.e., stimulus-response languge learning) (Brumfit,1980). Problem-solving activities can help achieve this goal. For instance, students can be presented with a dilemma and some alternative solutions with the task of choosing one solution to solve the dilemma. This activity can encourage students to talk freely and develop communicative competence. Most problem-solving activities used in language classes involve small group work. The teacher is an observer and a lot of peer teaching and correction is done.

In role-playing, various social contexts, sentence patterns and mood expressions are considered which help students to become sensitive to emotions, cultural background, etc. in language use. The purpose of role playing is to encourage students to "create"

a given personality by giving the background and characteristics of a role. Role-playing can be very simple or very elaborate. Teachers can choose suitable materials for role-playing, but there are two points to be considered. First, the character's typical expressions, phrases and vocabulary should be made available to the students before they start to act the part. Second, background knowledge (cultural and historical) is also an essential element. It is hard to ask students to act out roles for which they do not understand the context or purpose. Appropriate materials for role-playing might be popular TV figures, famous political figures or historical figures.

The ability to speak English well also involves correct pronunciation of English. Clear pronunciation helps speaking become two-way communication in that people can focus on what a speaker intends to say and give responses without having to guess what was said. Although accentless speech would certainly imply good pronunciation and would aid in communication, it is probably not an attainable goal for adult students. Several studies which document increases in the ability to learn a second language with age also seem to indicate that accentless speech is an exception, with few people able to develop accentless speech in a foreign language after the age of puberty. (Bruder & Paulson,1976; Asher, 1986).

Reading.

Comprehension of written English by Taiwanese students is one set of skills which has been successfully achieved with the

traditional learning style mentioned in the first section of this paper. For the sake of strengthening the reading ability of Taiwanese learners, the reading materials of the present design are geared toward making reading an active and communicative activity rather than a passive information input process.

In selecting reading materials for a class, the teacher should keep in mind the "five W's": what, when, where, who and why, because these 5 W's help students to understand and evaluate what they have read. The teacher should encourage students to think about or discuss answers to the 5 W's from the text. Reading at the beginning level should focus on building students' reading skills (i.e., vocabulary, decoding,and comprehension) and create confidence in reading.

In classroom activities, a teacher can give pre-questions including the 5 W's, key words and phrases before the students begin reading. A teacher does not have to confirm students' answers as right or wrong, but might ask them to read possible answers in the text silently and discuss the questions again. He/she can mention that previously given answers might be possible but that other possibilities might be even more accurate or at least plausible (Bruder & Paulson, 1976). Materials could include short stories, newspapers, magazines, rhymes, songs, signs, directions, medicine labels, instructions on vending machines, advertisements, addresses, etc.

For intermediate to advanced students, reading instruction should stress the development of personal reading strategies (i.e.,

skimming, scanning, etc.) and common knowledge. In addition, reading speed and fluency should be stressed. Of course, students' interests and the usefulness of reading for their specific situations above also be considered.

Writing.

For Chinese, writing in English is primarily taught as grammatical reinforcement, rather than communication (Mahon,1982). Since students are so accustomed to these learning situations, they often have difficulty expressing themselves in written English. Grammatical rules and sentence patterns rather than their thoughts determine their English writing.

In the integrated teaching design being proposed, the goal of writing is to communicate and build writing fluency. In the beginning of the class, fundamental language forms should be introduced. (e.g. punctuation, note-taking, use of a summary) Teachers can choose various suitable materials. For example, if the class is geared toward a traveling group or immigrants to the United States, then these basic skills might be incorporated into writing invitation cards, apologizing, expressing sympathy, politeness in writing letters to get information, etc. If the class is designed for academic purposes, the skills of recognizing topic sentences, expressing thoughts in logical order, and writing paragraph outlines can be introduced and students asked to apply these concepts when writing essays. Appropriate writing tasks would include comparing /contrasting, causing/effecting, classifying and problem analyzing.

In higher level writing classes, a teacher can ask learners to discuss ideas about a given topic in groups before writing. Topics might include arranged marriage, pollution, man/woman equality, population, etc. Audio-visual aids or lectures may also be used as classroom materials. For instance, learners might be asked to write responses to specific questions based on the lecture or on issues shown on the film. At the end of the semester, a short research paper would be encouraged or required.

Finally, revision and rewriting is an important step which helps students shape their thinking and be more expressive in their writing. Through rewriting, students learn to articulate and elaborate their intentions more precisely and make their points more clearly. Thus, good writing instruction should include a revision step in most assignments, particularly after students have mastered the grammatical basis and began to develop some facility with written English.

In summary, my new teaching design stresses the development of listening and speaking competence. The roles of the teacher are defined as a needs analysist, director, and counselor; students are considered listeners, performers, and negotiators. Small group activities are used whenever possible, and a variety of teaching materials are used to provide students with a wide variety of situations in which to practice and develop their skills in English.

In this new teaching design, it might seem that the AL method is almost totally neglected. However, the role of reinforcement,

which is so prevalent in AL, is important in the classroom learning design I have defined. Learners need to be praised and receive approval as well as being made aware of when their linguistic responses are not appropriate. This is accomplished by giving or withholding appropriate reinforcements. Aspects of both TPR and CLT are clearly evident in the present design in the emphasis on listening and speaking competence. In my opinion, such an emphasis is needed to adequately address the current difficulties that Taiwanese students have when learning English.

Unit Plan

The last part of this paper consists of a lesson plan based on the teaching design presented above. The purpose is to provide a concrete example of the implementation of the teaching design in a classroom. Speaking, listening, reading and writing aspects will be addressed.

The plan is a two-week unit designed for intermediate adult English learners in Taiwan who have some knowledge of English and are trying to improve their ability to communicate in English. The curriculum is based on interaction with foreign visitors (English speaking people) in Taiwan and includes an introduction of English speaking visitors to local historical places, food, and Chinese family life. These guests can come from local colleges or various Mandarin language institutes. The topics can be extended depending on the length of the class.

Classroom Description

Classroom setting.

Private language institutes, cultural exchange centers, or YMCA classrooms are all suitable settings.

Classroom capacity and duration.

The class meets three times a week: Monday, Wednesday and Friday. The duration of the class will be 80 minutes, but because time control is not always precise, the actual classroom lesson design is approximately 75 minutes. Sixteen to twenty students is an ideal number for the class size because it allows each student to have individual interaction with the teacher while at the same time allowing the students to interact with a number of different people during different lessons.

Teacher roles.

For English listening and speaking activities, the teacher acts as a director and guide to monitor the classroom learning and activity process. She/he also is an observer and participant of the small group work, group discussion, and whole class discussion. When students give correct responses, he/she will give approval and praise. If students fail to respond correctly, he/she will restate the answers, paraphrase the question, or give cues to students rather than immediately correcting the errors. The reason is that if the teacher corrects students' errors immediately without regarding the conversation that is going on, he/ she will discourage students from expressing their ideas in English. The teacher is also expected to generate suitable teaching materials and or to select proper text books.

Learner roles.

Learners act as both listeners and performers. They should listen to the teacher's instructions and perform the commands or carry out the actions requested by the teacher. In addition, they are also responsible for interacting with the peers when questions and comments are made by the peers.

Materials.

The materials used in the class are teacher-generated materials as well as those adapted from textbooks, such as: ENGLISH 900, Follow Me To San Francisco, and Listen and Performance. Other teaching supplies include slides and videotapes. Guests are also invited to the class to join the class activities.

Homework and learning log.

Homework will be given depending on the nature of the task involved. For example, after a discussion of different cultures, students will be asked to write an essay to analyze the differences between them. In addition, there will be a 20 minute group presentation on the last day of the class. The particular format used for the group presentations will vary depending on the topic (e.g., the different concepts of marriage between China and the United States, how to order from a western menu, etc.) and the students in the groups. This presentation is not a final exam but a chance for students to perform and evaluate their achievements in English learning. Furthermore, it provides a chance for the teacher to evaluate the effectiveness of this special teaching design.

At the end of each discussion, each student will be given five

minutes to write a learning log which is to be handed in to the teacher. The learning log includes a brief summary of the lesson, personal opinions and responses to the class.

Class Lessons Design

The following is the two-week (6 class) design.

Monday

Objective.

Develop listening and speaking competence by introducing local historical places.

Activities.

1. Greet students. Introduction of the objectives of the classes. (5 mins.)
2. Show a videotape in English introducing local historical places. (20 mins.)
3. Read brochures written in English on local historical place, based on the content of the videotape. (The brochures are available from foreign embassies, local travel agencies,etc.) Explain/demonstrate the key sounds and terms in the videotape using the T.P.R. teaching method. (15 mins) For example, if a teacher tries to explain "crooked" in a sentence used in the videotape, he or she can act out various sentences with the word "crooked", and then ask the students to demonstrate these sentences. (e.g., "Make your arm crooked." "Draw a crooked line on the chalkboard. Now draw a straight line.").
4. Group discussion: each group of four people chooses a local historical place to describe to the class and takes notes on

their descriptive content from both the videotape and the brochures. (10 mins.)

5. Group presentation: each group presents a description o f their historical place and summarizes their group iscussion. (10 mins)

6. The teacher makes comments and corrects errors which interfere with communication. (5 mins.) For example, high-frequency errors in students' communication should be corrected (e.g. If a student always says "I am not understand why it is important to you." instead of "I do not understand why..." then this error should be corrected). A teacher can either orally restate the sentence in a correct form to the class without mentioning a specific person or give written comments to each student.

Wednesday

Objective.

Experience the real situation of introducing a local historical place to a foreign visitor. This is similar to community-task based activities mentioned above which encourage students to interact with native English speaking people to achieve communicative competence.

Activities.

1. Review the key words and terms taught last time. (2 mins.) Inform the class that after fifteen minutes, each group will have a foreign guest visit them and they are supposed to introduce her/him to a famous place by presenting, explaining,

and identifying the pictures of the famous place. The teacher gives each a series of pictures of different local historical places to use in their presentation. (15 mins.)

2. Guests visit the class and join each group. Interaction time of groups and guests. (25 mins.)
3. Guests leave and class begins writing a learning log.Students write down their responses to this activity and discuss the interesting and difficult questions asked by the visitors. (5 mins.)
4. Announcement of the subject for next class time. (30 sec.)

Friday

Objective.

To help students gain the ability of introducing Chinese food in English so that they can introduce one of the important cultural aspects of China to their guests. Vocabulary and sentence patterns are emphasized.

Activities.

1. Show pictures of famous Chinese dishes and class discussion of the possible recipes. Important vocabulary and sentence patterns will be written on the board. For example, the vocabulary of To-fu, soy bean milk, hot & sour soup,etc.
2. Demonstrate vocabulary of vegetables, meat, and fruits with T.P.R. teaching method. (10 mins.) For instance, the teacher can ask students to draw some specific vegetables on the board or ask the students to find pictures of certain foods, utensils and ingredients in books, magazines, etc. This

activity can serve to reinforce the memory of new vocabulary and improve listening comprehension.

3. The teacher leads a class discussion in Chinese table manners with a slide show done by the teacher. (10 mins.)
4. The teacher leads the class discussion on western table manners, with a slide show done by the teacher. (5 mins.) Group discussion about analyzing the similarities and differences between the different kinds of table manners. (10 mins.)
5. Writing time. The class is asked to write an essay comparing table manners in both cultures.
6. Announcement: The class should hand in the writing assignment next class time. Each group is asked to bring a Chinese dish to class for potluck dinner and to prepare a brief introduction on what the dish is and how it was made.

Monday

Objective.

Provide real experience of introducing Chinese food. Communicative expression is the focus.

Activities.

1. Invite some foreign guests to the class.
   Each group introduces the dish to the class. (i.e.,what the dish is and how it was made.)
2. Potluck. The guests will join the potluck. Converse in English. (25 mins.) This activity might be longer than the anticipated time but that it does not matter. The teacher can

adjust the time.

3. Class discussion concerning problems encountered when introducing the Chinese food. (10 mins.) For example: how to name Chinese dishes and dressings; how to explain some tips for making Chinese dishes.
4. Read and discuss articles in the whole class: these articles are about people who have had experience in introducing Chinese food to English-speaking people. Materials can be from newspapers, magazines, and/or teacher generated. (15 mins.)
5. Learning log writing. (10 mins)
6. Preparatory activity: group discussion to pick a topic for the twenty minute group presentation on the last day of the class. (10 mins). Provide the class with possible topics, such as a tour guide's routine day, shopping at the market, different table manners in eastern and western culture, etc. If the time for potluck is extended, the two activities above can be given as homework.
7. Announcement about the subject next time.(30 sec.)

Wednesday

Objective.

Gain the ability to introduce Chinese traditional and modern family customs and patterns. Fluent usage of the key vocabulary and sentence patterns is the main goal.

Activities.

1. Show an English video tape of traditional Chinese and modern families. (20 mins.). Key words will be listed on the board

families. (20 mins.). Key words will be listed on the board (e.g., nuclear family, traditional family, step family, and extended family, latch-key kids, day care center, housewife, etc.)

2. Key words and terms on the board will be explained with the T.P.R. method. For instance, the teacher can ask students to act out what a latch-key kid is or give pictures to students to ask them to identify the nuclear family, extended family, single-parent family,etc. (10 mins.)

4. Small group reading: These articles are about the differences between traditional Chinese and modern families. (15 mins.)

5. Current family problem issue discussion. Class discussion time. (10 mins.)

6. Small group work. Each student describes his/her family to his/her group members. (15 mins.) For example: What kind of family pattern(s) does he/she have ? How many members are in his/her family? What does he/she think of these family patterns? Which family patterns does he/she prefer? (5 mins.)

7. Writing time: Students write about their families in the learning log. (15 mins.)

8. Group discussion about the twenty minute group presentation. (5 mins.)

Friday

Objective.

Facilitate communication competence by doing group

presentation to the class.

Activities.

1. Twenty minute group presentations. The presentation might include role-playings, skits, etc. with each student in his/her group playing a role.
2. Teacher makes comments to the class about the presentations, praising the desirable achievements as well as correcting errors which occurred most frequently.

Conclusion

Effective teaching can be achieved by treating learners' difficulties efficiently. Taiwanese adult students currently encounter the listening and speaking difficulties in learning English. For the purpose of solving these difficulties, a new teaching design is proposed, based on the integration of three language teaching methods. Hopefully this new teaching design can provide a solution to the current difficulties that Taiwanese adult students encounter in learning English, and will be used in the future of English teaching in Taiwan. Thus, the effectiveness of this new teaching design can be furtherly modified and evaluated.

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